

Topic overviews

| Semester 1 | | |
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| | Strand | Content |
| Unit 1: Brain waves | Focus Genre: Information Text : Autobiographies | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Demonstrate a positive attitude to a wide range of texts for pleasure both fiction and non-fiction. |
| | | Distinguish between fact and opinion. |
| | Writing | Use knowledge of word structure to spell words with the full range of prefixes and suffixes: Prefixes : pre- and re |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph. |
| | | Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. |
| | Grammar | Identify the subject and object of a sentence. |
| | | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • autobiography • learning styles • interests • hobbies • skills |
| | Summative Assessment | All About Me - Autobiography Assessment Focus: Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph. |

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| Unit 2: Out of Africa | Focus Genre: Instructional Text - Historical Fiction (Butterfly Lion) Sub Genre: Information Text : Non Chronological Report | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Retrieve, record and present information from non-fiction texts. |
| | | Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. |
| | | Use contextual evidence to find the meaning of new vocabulary words. |
| | Writing | Use knowledge of word structures to spell words with the full range of prefixes and suffixes: Suffixes: -ably, -ibly, -al, -ial |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Discuss and develop ideas; routinely use the drafting before and during writing. |
| | | Dialogue between characters (direct speech) - Integrate dialogue to convey character and advance the action. |
| | | Use a range of relevant features and structures: presentational devices, including bullet points, table and columns - to guide the reader. |
| | | Evaluate own and others' writing; proofread, edit and revise. |
| | Grammar | Sentence structure: simple and complex sentences including relative clauses (eg using 'that' and 'which') |
| | | Expanded noun phrases. |
| | | Punctuation including brackets, dashes, comma |
| | | Direct Speech |
| | | <p>Key Vocabulary</p> <ul style="list-style-type: none"> • endangered • extinct |

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| | | <ul style="list-style-type: none"> existing |
| | Summative Assessment | <p>Nonfiction report on endangered and extinct animals</p> <p>Assessment Focus: Use a range of relevant features and structures: presentational devices, including bullet points, table and columns - to guide the reader.</p> |
| Unit 3: Fit for Life | <p>Focus Genre: Persuasive Text: Exposition Sub Genre: Instructions/Debate</p> | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Identify key details which support main ideas; summarise content drawn from more than one paragraph. |
| | Writing | Use knowledge of word structures to spell words with the full range of prefixes and suffixes: Suffixes: -able and -ible |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Discuss and develop ideas; routinely use the drafting before and during writing. |
| | | Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. |
| | | Summarise longer passages. |
| Grammar | Verbs: maintain correct tense (focus on perfect verb tense) | |
| | Punctuation including colons, semi-colons | |
| | <p>Key Vocabulary</p> <ul style="list-style-type: none"> health hygiene balance food groups emotions | |
| Summative Assessment | <p>Write an instructional text.</p> <p>Assessment Focus: Adapt form and style to suit purpose and audience; draw</p> | |

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| | | appropriate features from models of similar writing. |
| Semester 2 | | |
| Unit 4: What a Wonderful World | Focus Genre: Creative Text: Descriptive writing - narrative Sub Genre: Creative Text: Adventure Narrative | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Comparing within and across different texts, poems, film and texts. |
| | Writing | spell words with the full range of prefixes and suffixes. |
| | | Homophones |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Discuss and develop ideas; routinely use the drafting before and during writing. |
| | | Integrate dialogue to convey character and advance the action. |
| | | Dialogue between characters (direct speech) - Integrate dialogue to convey character and advance the action. |
| | | Describe characters, settings and atmosphere, with some precision. |
| | Grammar | Modal verbs to indicate degrees of possibility. |
| | | Punctuation including hyphens and consistent use of bullet points to list information |
| | | <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ● homophones ● crust, mantle, core ● natural disasters (volcano, earthquake, tsunami, wildfire...) ● biomes ● landforms |

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| | Summative Assessment | Narrative writing pieces - Journey to the Center of the Earth Assessment Focus: Discuss and develop ideas; routinely use the drafting process before and during writing. |
| Unit 5: Fairgrounds | Focus Genre: CreativeText: Narrative/Fantasy Sub Genre: Creative Text: Play Scripts | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Demonstrate that they have learned a wide range of poetry by heart. |
| | | Comparing within and across different texts, poems, film and texts. |
| | | Identify the effect of language, including figurative AND explain and evaluate its effect. (eg suitability of simile or personification, impact of a word or phrase on the reader) |
| | Writing | Use knowledge of word structures to spell words with the full range of prefixes and suffixes. |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Discuss and develop ideas; routinely use the drafting before and during writing. |
| Grammar | Synonyms and Antonyms | |
| | Dictionary work - how to use a dictionary and thesaurus | |
| | Key Vocabulary <ul style="list-style-type: none"> ● fairgrounds ● forces ● gravity ● push and pull ● sink or float ● fiction ● fantasy ● circus | |
| Summative | Newspaper article/ report | |

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| | Assessment | Assessment Focus: Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. |
| Unit 6: Growing Up | Focus Genre: Creative Text - Poetry | |
| | Reading | Tone, volume, intonation: when reciting or reading aloud to an audience, to make the meaning clear. |
| | | Apply knowledge of word structures (root words and affixes). |
| | | Reading fluently |
| | | Recommend books to others, giving reasons for their choices; state preferences. |
| | Writing | Use knowledge of word structures to spell words with the full range of prefixes and suffixes. |
| | | Use the appropriate range of spelling rules to spell words with more than one syllable which conform to regular patterns. |
| | | Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. |
| | Grammar | Active and passive |
| | | Key Vocabulary ● puberty ● reproduction |
| Summative Assessment | Poem - written and spoken assessment Assessment Focus: Discuss and develop ideas; routinely use the drafting process before and during writing. | |
| Grade 5 | <p>All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion.</p> <p>Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.</p> | |

Topic overviews

Some strands of the Literacy curriculum are taught continuously over the year and are differentiated according to students needs, spelling and guided reading are two of these practices that are taught every day within the context of learning.

By the end of **Grade 5**:

Spelling:

- Write from memory dictated sentences.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes e.g. pre-, re-, -able, -ably, -ibly, -al, ial.
- Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns
- Spell some challenging homophones
- Spell the majority of words from the statutory word list
- And master any spelling skills learned in previous grade levels

Handwriting:

- Writing is legible and fluent
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Guided reading: Book discussions, expressing and justifying opinions, building ideas, challenging others views and FOCUS ON ONE READING SKILL: *main ideas, inference, summaries, character descriptions, predicting, compare and contrast, cause and effect, summarising, author's purpose* (dependant on class needs)

Please note: during distance learning there may be adaptations to this overview. All core learning will be covered.